

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge Ordinary Level

## **MARK SCHEME for the May/June 2015 series**

### **3015 FRENCH**

**3015/12**

Paper 1 (Translation and Composition),  
maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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## GENERAL

### Mark Allocation:

2 out of:	Question 1 – Picture Composition	30 marks
	Question 2 – Guided Composition	30 marks
	Question 3 – Translation into French	<u>30 marks</u>
	Total	60 marks

1. Please do all marking in red.
2. If you change your mind about a mark, make sure the final decision is clearly shown.
3. All final question totals should be shown in the right-hand margin at the end of the question and should be ringed. Do not ring section totals or working totals.
4. The total mark for the paper should be written in the top right-hand corner of the first sheet and ringed.
5. Illegibility and ambiguity in writing should be penalised. In case of doubt, the examiner should use discretion and ring the word concerned.
6. Alternative versions offered by the candidate are to be accepted only if both versions are correct. Ignore anything in brackets.
7. Ignore the spelling of the names of persons and towns throughout the paper. Countries must be correct.
8. Ignore punctuation errors, including capital letters and hyphens. However, missing, or extra, apostrophes should be penalised by not crediting the word associated with the apostrophe. // *ma vu* = 1 (given for the verb)
9. In spite of the above, penalise the omission of a question mark after a non-inverted interrogative.
10. Please be **very** careful with any arithmetic, particularly when counting ticks. Note that, in the Prose, the built-in cross-check of left and right-hand totals we have had in the past is no longer possible. Where appropriate, check your additions by adding section totals again in reverse order.
11. If the candidate exceeds the rubric and answers all three questions, all should be marked and the two highest marks counted.
12. Abbreviations used in the detailed Marking Scheme:
  - NA – Not Again (Do not penalise a second time)
  - TC – Tout Court (Without further addition)
  - RAE – Reject Anything Else
  - D – Discretion

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## General Instructions for Marking Questions 1 and 2

Marks:	Communication: 5 marks
	Language: 20 marks
	Impression: <u>5 marks</u>
	Total: <u>30 marks</u>

### 1 Relevance

The essay should, in the opinion of the examiner, be a genuine attempt to answer the question, whether from pictures or rubric. All relevant material should be accepted, even if the candidate has misinterpreted the story or parts of it.

### 2 Padding

Any material which is clearly irrelevant or deliberately evasive of the subject should be included in the word-count but should be bracketed and ignored in the marking. The word PAD should be written in the left-hand margin.

### 3 Tenses

Accept either PERFECT or PAST HISTORIC as the narrative tense, **where this is appropriate**. Ignore and accept inconsistencies.

### 4 Counting words

The definition of a 'word' in the essay questions is any group of letters (including hyphens and apostrophes) between two spaces. Numbers written as figures count as one word. If written as words, follow normal rules. Proper nouns and names count as one word.

### 5 Titles

Ignore any title supplied by the candidate for both word-counting and marking. In letters, ignore any address and date – start the word count at the prescription.

### 6 Short essays

These present no problem. They gain fewer ticks.

### 7 Long essays

The first 150 words ONLY will be assessed for BOTH language AND communication. Put // after the 150<sup>th</sup> word and ignore everything thereafter. HOWEVER, if the 150<sup>th</sup> word is part of a following marking unit and is a scoring word, allow it if the unit is correct – Avec // les enfants = 1  
Ils// sont partis = 0 Ils sont// partis = 0

### 8 Marking units

Marking units, which may consist of a single word or a group of words, will be ticked, in accordance with the detailed Language Mark Scheme, if all elements are correct. Please tick ABOVE the marking unit ensuring it is clear to what the tick relates.

Please note that mistakes with accents and hyphens are **not penalised**. Please remember not to penalise punctuation errors, including use/misuse of capitals and splitting words (le super marché) and combining them (pendantque). Please see p. 1, para 8 for treatment of apostrophes.

The exception to this rule is the final –é on the past participle of an –er verb, or of être, which will lose the mark – *il est alle* = 0; *il a été* = 0. Similarly, an unwanted – é on a Present Tense will lose the mark – *il resté* = 0.

Please tolerate *Il est allè* and *elle est alleé* (native speakers are frequently vague in formation and placing of accents).

The rule concerning accents will also apply to Qu. 3.

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### 9 Plus and Minus symbols

If an examiner feels that a candidate has been excessively rewarded (possibly by gaining ticks repeatedly for identical or nearly identical material) or that s/he has not received all the credit s/he deserves (outstanding vocabulary which only gets one tick or a very brave attempt that gets no tick at all), s/he should indicate this with a – or a + in the right-hand margin.

### 10 Immediate Repetition

No credit is given for immediate repetition. “Mon Dieu! Mon Dieu!” = 1. Repeated use of particular structures or lexical items should be credited each time, but use minus symbol and bear in mind for Impression mark.

### 11 Repeated Errors

Repeated vocabulary errors are not treated as consequential in questions 1 and 2. Examiners can compensate by using + symbols in the right-hand margins.

### 12 Scoring

**Language:** Draw a line across the page after the first ten ticks and do not count these first ten in the total. An essay with 10 ticks or fewer will score 0. Count subsequent ticks up to a maximum of **60** and divide the total by **3** (round up or down to the nearest whole number – see separate scale on p. 9 for reference). This gives a maximum mark of 20.

**Impression:** The 5 marks will often be awarded in direct proportion to the Language mark gained, but there is flexibility to move up or down, particularly to reflect the + and – symbols in the right-hand margin. Note that, as the ratio is 1:4, it will sometimes be necessary to make a decision as to whether the Impression mark should go up or down. For example, in the absence of other evidence, a mark of 12 would be awarded an Impression mark of 3; 13 – 3; 14 – 3 or 4; 15 – 4 and so on.

**Communication:** Allocation of specific points will be discussed at our Coordination Meeting. Five marks are available and should be indicated by writing “1” per communication point in whichever margin you prefer.

Set out the 3 separate marks at the bottom of the question, add together and ring the total.

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### Marking credit points

#### 1 Verbs

Subject (noun or pronoun) + finite verb correct.  
 L' amie est arrivée = 1; ils se sont arrêtés = 1.  
 In compound tenses, failure to make the past participle agree will lose the mark, as will a wrong agreement.  
 Elle est allé = 0 Elle s'est lavé = 0 Elle s'est lavée les mains = 0  
 La voiture que (1) j'ai acheté = 0.  
 Please note that a mistake in the noun invalidates the unit.  
 Ma amie est arrivée = 0 Cet femme a dit = 0

Negative: Totally correct. Ils n'ont pas vu = 2  
 Verb correct, mistake in negative. Ils n'ont vu pas = 1. Ils ne ont pas vu. = 1  
 If there is any mistake in the subject/verb unit, no mark is awarded for the negative.  
 Ils n'ont pas voir = 0. Le fille ne parle pas = 0.

Interrogative: Totally correct. As-tu vu? = 2; Tu as vu? = 2; Est-ce que tu as vu? = 2.  
 Verb correct but no inversion (or no ? after non-inversion in the interrogative).  
 Tu as vu = 1  
 If there is any mistake in the subject/verb unit, no mark is awarded for the interrogative. A-t-il fais? = 0 Le fille, est-elle arrivée? = 0

Inversion: Totally correct. "Oui", a-t-il dit = 2. Peut-être (1) viendra-t-il ... = 2  
 Verb correct but no inversion. "Non", il a répondu = 1  
 Verb is wrong. "Pierre!" a-t-il crier = 0

Interrogative negative: Totally correct. N'a-t-il pas vu? = 3; Il n'a pas vu? = 3;  
 Est-ce qu'il n'a pas vu? = 3.  
 Verb correct, mistake in either negative or interrogative: = 2  
 Ne a-t-il pas vu? = 2 Il n'a pas vu (When there should be inversion or ?) = 2  
 Verb correct, wrong negative and inversion = 1  
 Il n'a vu pas (When there should be inversion or ?) = 1  
 Verb is wrong. N'a-t-il pas voir? = 0.

Imperative = 1. Viens! = 1; Dépêche-toi! = 1 Negative imperative = 2; Ne sors pas = 2.  
 Verb is wrong. Ne sort pas = 0

Participle (past or present) = 2; (En) quittant = 2; (Etant) arrivés = 2; Ayant quitté = 2  
 BUT Vu que = 1

Misrelated Participles: En traversant la rue, la voiture le renversa. Credit the main clause, withhold mark from the participle – likely in most cases to be kinder to the Candidate.

Infinitive Il a décidé = 1 d'entrer = 1  
 Il est allé = 1... regarder = 1  
 Il s'est mis = 1... à chercher = 1  
 Il s'est mit = 0... à chercher = 1

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Il s'est mit = 0... chercher = 0

After preposition: sans hésiter = 1; avant d'entrer = 1.

Perfect Infinitive: = 2 or 0. Après avoir parlé = 2 Après avoir parler = 0

Passive: by normal rules: Il a été (1) arrêté = (1). Il a était (0) arrêté (1)

Present Tense: Not acceptable as narrative tense.

## NOTES

(a) **ALL** verbs score.

J'ai = 1; Il n'a pas = 2; Il était = 1; Est-il = 2, etc.

(b) Il y a (either meaning) = 1; Il y avait = 1

(c) Identical subject and verb correct score each time. (But minus in margin)

(d) Reflexive pronoun is part of verb and does not count separately.

(e) Plural verb with 2 subjects – accept if either subject correct. Le femme et l'homme ont regardé = 1.

(f) Incorrect subject with 2 correct verbs – tick second verb. Le femme est sortie et a regardé = 1.

(g) Two Perfect tense verbs with second auxiliary omitted – accept for *avoir*, reject for *être*.  
– Il a frappé (1) et ouvert (1) la porte. Il est entré (1) et monté (0) en haut.

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## 2 Nouns

No reward for a noun preceded only by a definite or indefinite article or a cardinal number. A noun will score only as part of a unit. No consequential allowance for repeated wrong nouns.

(a) Subject and verb (See <b>1 Verbs</b> )	l'auto est partie = 1
(b) Preposition and noun (unit correct)	dans le lac = 1 en voiture = 1
(c) Demonstrative adjective and noun	cet homme = 1
Possessive adjective ( <b>ALL</b> ) and noun	mon ami = 1; sa soeur = 1
Interrogative adjective and noun	quel homme? = 1
Partitive article (du, de la, des, de etc)	de l'eau = 1 des gens = 1
With preceding adjective in plural	de petits chats = 2 des petits chats = 1 de petites chats = 1 des petites chats = 0
Expression of quantity	peu de temps = 1; beaucoup de gens = 1
(d) Idiomatic omission of article	il était (1) fermier = 1

**NB** Identical combination scores each time as with verbs, subject to justification by sense and examiner's ability to indicate disapproval by using minus symbols in the margin.

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### 3 Pronouns

All pronouns other than *je tu il elle ce on nous* (subject) *vous* (subject) *ils elles* and *reflexives* will score 1 mark each. Correct pronoun, position, order.

(a) Conjunctive (*me te le la* etc) Disjunctive (*moi toi* etc) *y en*. (But *il y a* = 1)  
NB Avec lui = 1 Chez moi = 1 Moi aussi = 1

(b) Demonstrative (*celui* etc), *celui qui* = 2 *celui de Jean* = 2

(c) Possessive (*le mien* etc)

(d) Relative (*qui, que, à qui, dont, lequel, ce qui, ce dont*)  
Subordinate clauses introduced by *qui* – take the antecedent as the subject:  
La femme *qui* (1) parle (1) La femme *que* (0) parle (1)  
Le femme *qui*(1) parle (0) Le femme *qui* (1) est (0) content(e) (0) (No allowance for consequential errors)

(e) Interrogative (*Qui? Que? Qui est-ce qui?* etc) *Avec quoi? Lequel?*  
NB *Qui* (1) parle (1)? *Que* (1) fais-tu? (2) *Qui* (1) est-ce qui parle (2)?

(f) Indefinite (*chacun, quelqu'un, quelque chose, tout, cela, ça, ceci*).  
*Ça* (1) m'est (2) égal (1). BUT do not reward in *Ça va* = 1 only  
NB Avec *ça* = 1

(g) Use of *un/une*: (l')*un* des garçons = 1

**NB** Reward pronouns each time. Wrong pronoun does not invalidate correct verb and subject. *Il elle* a donné = 1 *Il a donné lui* = 1

*Il lui a donné* = 2

*J'ai vu* = 1 *Je l'ai vu* = 2

If object fem. or pl., PDO agreement is needed for the mark to be awarded:

(La maison). *Je l*(1) 'ai achetée (1) (La maison). *Je l* (1) 'ai acheté.. (0)

La maison *que* (1) j'ai achetée (1) La maison *que* (1) j'ai acheté.. (0)

(As in 1<sup>st</sup> section of p. 4 Verbs – Subject)

If antecedent wrong, no mark for verb – *Le maison que* (1) j'ai acheté (0).

Pronoun may score if verb doesn't. *Elle lui* (1) a donnée = 0

Order. *Elle le lui a donné* = 3 *Elle lui l'a donné* = 2



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#### 4 Adjectives

Adjective and noun or pronoun form a marking unit. Whole unit must be correct with adjective in correct form and position.

(a) un beau jour = 1 le jour était beau = 2 le jour étais (0) beau = 1 BUT Il beau = 0  
Il a beau = 0

(b) une auto rouge = 1 une grande auto rouge = 2

(c) un jour de soleil = 1 une jour de soleil = 0 (+ in margin) les vacances d'été = 0

(d) un coup de vent = 1 une jeune fille = 1 un sac à main = 1 un agent de police = 1

(e) Incorrect adjective does not invalidate unit. Au lac = 1 au beau lac = 2 au bel lac = 1

(f) Adjective used as noun counts as noun. Les riches = 0 les jeunes = 0

**NB** Reward identical noun and adjective combination each time, subject to justification by sense and use of minus symbols.

(g) Adjectives based on the past participle of an –er verb should not be credited if the final acute accent is missing.

(h) Comparison: While *plus* TC will now score (See Adverbs, section 6), treat *plus/moins/aussi ..... que* and *le plus/moins ... de* as one unit.

Il est (1) plus grand (1) que (1) moi (1). ..... meilleur (1) que (1) moi (1)  
C'est (1) le plus grand (1) des (1) trois.  
NB Il a (1) le même (1) âge que (1) moi (1).  
tel que = 1



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## 6 Adverbs

Tick adverbs and adverbial phrases each time they appear, subject to the usual conditions. Include interrogative adverbs: *Où? Quand? Comment? Pourquoi? Combien?*

Adverbial phrases: à toute vitesse = 1, tout de suite = 1 à tout à l'heure = 1  
pourquoi (1) pas (1) même si = 1 pas/non loin (1)

Please note treatment of *plus* (Section 4(g)). Treat *si* and *tellement* in the same way:  
Il était (1) si fort (1) que (1)

Do NOT tick: *bien, très, oui, non. All other adverbs are credited.*

## 7 Conjunctions

Tick all conjunctions except *et* and *mais*. Tick the conjunctive *que*. Il a dit que = 2. But que il = 0. Reward conjunctions each time subject to usual conditions.

*Parce que*: Reject at the beginning of a sentence when it should be *puisque* or *comme*.

Comme si = 1 Comme ça = 1 Comme moi = 1

## 8 Expressions (time, weather, idioms, interjections, greetings, proverbs etc)

**Weather:** Il fait beau (etc) = 2 (Verb + adverb) Il est beau = 1 Il fait du vent = 2  
Il fait (du) soleil = 2

(NB Treat *faire peur* à q.n. in the same way)  
Il fait nuit//sombre/jour = 2

Expressions using **avoir** (except age): Il a faim = 2 Tu as raison = 2 Il a lieu = 2  
Il a hâte = 2 As-tu envie..? = 3 Il est peur = 1. Do not credit if no verb is used; Il besoin = 0.

**Age** – verb only to score (whole unit correct): J'ai 12 ans = 1 Il est 12 ans = 0  
Elle a 12 = 0. Q Quel âge as-tu ? = 2

**Time:** Il est dix heures = 2 Il est dix heures et demie = 3 A/Avant (etc) dix heures = 1  
Il est 10h30 = 2 Il est dix heures et demi = 2

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## 9 Miscellaneous

un jour = 0 un samedi = 0	merci de la lettre = 2	d'un côté = 1
un beau jour = 1	merci de ta lettre = 3	de l'autre côté = 2
un beau jour de printemps = 2	n'est-ce pas? = 1	à plusieurs reprises = 1
pendant les grandes vacances = 2	peut-être = 1	(à) demain (matin) = 1
l'année dernière = 1	peut-être (1) que (1)	le lendemain = 1
dimanche prochain = 1	s'il vous/te plaît = 1	(à) ce soir = 1
au bout d'une heure = 2	Eh bien = 1	D'accord = 1
une heure plus tard = 1	Zut (alors) = 1	Mon dieu = 1
il y a une semaine = 1	Pardon = 1	Voilà = 1
depuis une semaine = 1	Bonjour = 1	Au revoir = 1
tout est bien qui finit bien = 2	comme d'habitude = 1	tout d'abord = 1
numbers un deux trois etc = 0	en même temps = 1	au même moment = 1
premier etc = 1	en ce moment = 1	a leur surprise = 1
c'est-à-dire = 1	pendant ce temps = 1	à leur grande surprise = 2
à vrai dire = 1	après quelques minutes = 2	heureusement (1) que (1)
je vous en prie = 2	pendant quelques minutes = 2	(deux) d'entre eux = 1
aussitôt que possible = 2	à ce moment (–là) = 1	à ce moment même = 2
à mon avis = 1	depuis longtemps = 1	ça va? = 2 Oui ça va = 1
merci (beaucoup) = 1	le matin = 1 le soir = 1	ce matin = 1
plus tard = 1 plus tôt = 1	samedi = 1 le samedi = 1	ce samedi = 1
Tautology: à mon avis (0) je pense (1)	c'était (1) (un) samedi (matin)	(un) samedi matin = 1
après quelques minutes (2) plus tard (0)	trop tard = 1	trop tôt = 1
For any phrases not covered here, apply the following rule:	moi aussi = 1	tôt le matin = 1
	peu après = 1	de plus près = 1
	tout près = 1	en plein air = 1
phrase up to 3 words = 1	de bonne humeur = 1	en bonne santé = 1
phrase of 4 or more words = 2	en pleine forme = 1	

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### Communication marks

As already indicated, five marks are available in any essay question. We shall look at specific question communication points in more detail at the Coordination Meeting, but, in general, the principle to be followed is that a communication point can only be awarded to a statement containing a verb in a recognisable and acceptable tense or a participle. Therefore, in Qu 1, where a past narrative is required, “*Ils prennent des pommes*” would not score for Communication. For past tense narrative please accept (**for Communication only**) the Imperfect and Pluperfect as well as the Perfect and Past Historic. If a Future is required, please accept the Conditional as well. In the context of Communication, please accept minor spelling errors which do not affect a correct phonetic rendition – *Je m’apelle (sic) = 1, Elle courais (sic) = 1*. Accept – *ait* for – *aient* and vice versa. Reject *et* for *est* and *ons/ont* for *on*. Where compound tenses are used, please accept, provided it is phonetically correct, the use of auxiliary *avoir* in place of *être* plus phonetically reasonable past participles (inc the infinitive of an –er verb, but not the second person plural). Ignore past participle agreement in this context. Do not accept *être* when *avoir* should be used. For the Immediate Future, accept *Je vais allé*, but NOT *Je vais allez/allais*. The following grammatically incorrect forms would therefore qualify for a Communication mark:

Ils ont arrivé à l’hôpital.  
Ils ont visiter le malade.

Il as mangé une pomme.

The following would NOT score for Communication:

Ils a parlé    J’ai faire    Il a donnez    Il est marché

Do NOT accept total omission of auxiliary or muddled tenses:

Ils allés à la campagne.    L’ambulance est arrivait..

For Communication, at least 5 of the pictures must be covered. Accept any statement that conforms to the above criteria on the basis of one per picture. Any point relevant to any aspect of each picture may be rewarded, but no more than one point can be gained for each picture reference. Please note that, as stated earlier, all Communication must be achieved within 150 words; we take nothing into account after that point.

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## Instructions for Marking Question 2

In general, the instructions for marking Question 1 apply equally to Question 2. The following additional points need to be made.

- (a) **Letter.** *Tu* would be normal between pen friends but accept the consistent use of *vous*. Penalise inconsistency twice only then ignore. Indicate with V1 and V2.

Do not accept the Past Historic as the narrative tense. Penalise (by not ticking) twice only, then ignore. Indicate with T1 and T2.

Start the word count after the given opening phrase. Include the closing *formules* in the count and reward as normal for language if they are appropriate to a maximum of 3 ticks.

The lay-out for this question should theoretically preclude irrelevant preamble and stock openings. We shall discuss at the meeting any unforeseen approaches adopted by candidates. Once marking has started, please consult the PE if unsure how to deal with a particular case.

- (b) **Dialogue.** Start the word count and marking after the given opening phrase. Ignore any narrative at any point in the answer and exclude from the count. *Tu* must be used throughout. Deal with inconsistency as in Qu 2a.

Please also treat tenses as in the second para of Qu 2a.

- (c) **Narrative.** Allow either PERFECT or PAST HISTORIC as the narrative tense and do not penalise inconsistency.

Start the word count and the marking after the given opening phrase. Do not accept any unwanted preamble.

**Communication:** Award one Communication point for an acceptable reference (as defined by the “Communication” rules on p 8) to each of the points set out in the rubrics. In all the questions there are 5 rubric points. As for Qu 1, all communication must be achieved within 150 words for any of the Qu 2 essays.

### Copying from the rubrics.

**Q1:** The words on the orchard sign will not score in themselves – but POMMES can be credited if part of a scoring unit..

**Q2:** Possibilities for using scoring units from the rubric are very limited. We will make final decisions on how to deal with this when we have scripts to hand.

### CONVERSION TABLE

<b><u>Number of ticks: Max 60</u></b>	<b><u>Mark out of 20</u></b>	<b><u>Impression: Max 5</u></b>
59–60	20	5
56–58	19	5
53–55	18	4/5
50–52	17	4
47–49	16	4
44–46	15	4
41–43	14	$\frac{3}{4}$
38–40	13	3
35–37	12	3
32–34	11	3
29–31	10	$\frac{2}{3}$
26–28	9	2
23–25	8	2
20–22	7	2
17–19	6	$\frac{1}{2}$
14–16	5	1
11–13	4	1
8–10	3	1
5–7	2	0/1
2–4	1	0
0–1	0	0

**NB** Impression Mark – please see p.3 para 12.





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	<b>ACCEPT</b>	<b>REJECT</b>
<b>1</b> Pierre and Michel often went	P et M faisaient souvent sont allés souvent partaient souvent allaient souvent ont souvent	souvent faisaient souvent sont allés
<b>2</b> for long walks.	de longues promenades/randonnées/marches (à pied) faire de longues promenades fait de longues promenades	des longues pour faire
<b>3</b> in the country.	à la campagne. dans	paysage
<b>4</b> As they...worked	Comme ils travaillaient Puisqu'ils travaillaient Comme les deux travaillaient (4 & 5)	
<b>5</b> ..both..	tous (les) deux	ensemble
<b>6</b> in an office	dans un bureau	office
<b>7</b> in the week,	dans la semaine, pendant la semaine, durant la semaine, en semaine	
<b>8</b> they liked to relax	ils aimaient se détendre se relaxer se reposer	ils ont aimé
<b>9</b> in the open air	en plein air	
<b>10</b> at the weekend.	(pendant) le weekend. durant le weekend à la fin de (la) semaine. en fin de semaine au cours du weekend	au weekend dans le weekend en fin de la semaine
<b>11</b> During their outings	Pendant leurs sorties/promenades Durant leurs sorties/promenades	voyages
<b>12</b> they ... stopped	Ils s'arrêtaient stoppaient ils avaient l'habitude de s'arrêter (12&13)	Past Historic Ils se sont arrêtés
<b>13</b> usually ..	d'habitude/généralement/normalement/habituellement (accept 13 before 12)	souvent
<b>14</b> in order to eat something.	Pour manger quelque chose. afin de prendre quelque chose à manger.	

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	<b>ACCEPT</b>	<b>REJECT</b>
<b>1</b> Last Sunday,	Dimanche dernier/passé	le dimanche dernier
<b>2</b> the weather was fine	il faisait beau (temps). le temps était beau/bon il faisait bon	bien
<b>3</b> At ten o'clock in the morning,	A dix heures du matin, A dix heures le matin Le matin à dix heures	au matin
<b>4</b> they set off	ils partirent ils se sont mis en route ils sont partis ils prirent la route ils s'en allèrent <i>(NB: Throughout this scheme, Perfect is accepted for Past Historic)</i>	Ils ont commencé à voyager Ils sortirent Ils sont sortis
<b>5</b> in P's old Renault	dans la vieille Renault de P	le vieux Renault
<b>6</b> towards the forest	vers la forêt pour la forêt en direction de la forêt	à la forêt
<b>7</b> near the town	(qui se trouvait: HA) près de la ville à proximité de la ville proche de la ville	à côté de
<b>8</b> where they lived.	où ils habitaient/demeuraient/ dans laquelle vivaient.	
<b>9</b> They had been travelling	Ils voyageaient Ils roulaient Ils étaient en route ils avaient voyagé pendant quelques minutes (one mark out of two for 9 & 10 combined)	Ils avaient voyagé
<b>10</b> for a few minutes	depuis quelques minutes. plusieurs	pour
<b>11</b> when they heard	quand ils entendirent/ont entendu lorsqu'ils	écouté
<b>12</b> a strange noise.	un bruit bizarre/étrange/insolite/curieux/drôle un drôle de bruit.	
<b>13</b> P stopped (the car)	P arrêta la voiture/l'auto(mobile) a arrêté	la voiture a été arrêtée
<b>14</b> immediately.	immédiatement tout de suite. (accept 14 before 13)	

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	<b>ACCEPT</b>	<b>REJECT</b>
<b>1</b> He looked at the engine	Il regarda le moteur examina il jeta un coup d'œil sur le moteur	engin
<b>2</b> but everything seemed normal.	mais tout semblait/sembla normal. paraissait normal/en ordre tout a semblé (être) normal	était étaient
<b>3</b> Evidently,	Evidemment Bien sûr	
<b>4</b> he needed.	il avait besoin (accept 4 before 3)	
<b>5</b> help	d'aide de secours d'assistance	
<b>6</b> and he called	et il téléphona/a téléphoné (followed by à in 7) appela/a appelé	
<b>7</b> a ..... garage.	(à) un garage	au garage
<b>8</b> ... nearby ...	tout près. près de là	près d'eux
<b>9</b> The mechanic soon arrived	Le mécanicien/garagiste arriva bientôt/vite est arrivé ne tarda pas à arriver	
<b>10</b> and, a little	et, un peu	après quelque temps (10&11)
<b>11</b> later,	plus tard, après	
<b>12</b> he had resolved the problem.	il avait résolu le problème.	
<b>13</b> P and M were	P et M étaient ont été	
<b>14</b> delighted.	ravis/enchantés.	très contents heureux

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	<b>ACCEPT</b>	<b>REJECT</b>
<b>1</b> They parked	Ils stationnèrent Parquèrent la voiture (IGN) garèrent OR se garèrent/se parquèrent	Ils se sont arrêtés
<b>2</b> at a little café	A un petit café devant bistro(t)	au petit café
<b>3</b> and, after getting out	et, après être sortis une fois descendus après avoir quitté la voiture (3&4)	
<b>4</b> of the car,	de la voiture	
<b>5</b> followed	Suivirent ils ont suivi	
<b>6</b> a ... path	un sentier un chemin	piste
<b>7</b> ... narrow ..	étroit	petit mince
<b>8</b> through the trees.	à travers les arbres. par les arbres dans les arbres entre les arbres parmi les arbres	le bois la forêt
<b>9</b> They walked	Ils marchèrent Ils se promenèrent Ils ont marché/se sont promenés Ils ont fait une promenade rapide (9&10)	
<b>10</b> quickly	vite/d'un pas rapide rapidement	
<b>11</b> for several hours	pendant plusieurs heures quelques	pour
<b>12</b> and finally arrived	et arrivèrent enfin/ finalement (any order) sont arrivés	
<b>13</b> (at the café) to sit down	(au café IGN) pour s'asseoir	
<b>14</b> and rest.	et se reposer. et se relaxer et se détendre	

	<b>ACCEPT</b>	<b>REJECT</b>
<b>1</b> In spite of the difficulties	Malgré les difficultés En dépit des difficultés	
<b>2</b> they had spent	ils avaient passé	Ils ont passé
<b>3</b> a pleasant day.	une journée agréable un jour agréable	belle journée joyeux
<b>4</b> together.	ensemble.	
<b>5</b> On the way home	En route pour la maison En retournant à la maison/chez eux En rentrant à la maison/chez eux En revenant à la maison/chez eux Sur le chemin du retour	Pendant leur retour à la maison Sur la route
<b>6</b> they talked	ils parlèrent/causèrent/discutèrent/barbardèrent ils ont parlé/causé/discuté/bavardé ils parlaient/causaient/discutaient/bavardaient	
<b>7</b> about their next excursion.	de leur prochaine excursion. sortie. au sujet de.... à propos de ...	voyage la prochaine excursion
<b>8</b> They decided	Ils décidèrent Ils ont décidé	
<b>9</b> to choose	de choisir	
<b>10</b> a different destination.	une destination différente. une autre destination	
<b>11</b> There was, for example,	Il y avait, par exemple, par exemple, il y avait	pour exemple
<b>12</b> a lake a few km away	un lac à quelques kilomètres (de là) plusieurs	
<b>13</b> and the scenery	et le paysage	les paysages la campagne
<b>14</b> was very beautiful.	y était très beau. était très beau (là-bas). Joli (accept 'très belle' if 'campagne' is used in 13)	